Reading Best Practices
Model Site Grants

2009-10 Grant Guidelines

New Wisconsin Promise

A QUALITY
EDUCATION
FOR EVERY
CHILD

Wisconsin Department of Public Instruction

Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent
Madison, Wisconsin

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I.   **Purpose of the Reading Best Practices Model Site Program**

Reading Best Practices Model Site grants are intended to provide Wisconsin non-Reading First elementary schools, public and private, serving K-3 students with the opportunity (1) to receive state-sponsored professional development in reading instruction best practices and (2) to visit model K-3 classrooms in Reading First schools that have implemented those best practices for up to five years.

Many Wisconsin Reading First classrooms have enhanced K-3 students' reading achievement, improved reading instruction, and transformed classroom management by implementing reading best practices through Reading First implementation. As intended in the State Reading First grant, Wisconsin seeks to provide interested public school districts, charter schools, and private schools enrolling K-3 students with the opportunity to obtain professional development focusing on reading best practices and how high-quality teachers deliver them in their classrooms.

The goal of the 2009-10 Reading Best Practices Model Site Program is to introduce reading instruction best practices to non-Reading First schools by offering high-quality, low-cost professional development and classroom observation opportunities in successful Reading First classrooms.

II.   **Overview**

The U.S. Department of Education Office of Elementary and Secondary Education and the Wisconsin Department of Public Instruction (DPI) have authorized up to sixteen (16) competitive grants in fourteen (14) school districts for Reading Best Practices Model Sites for 2009-10 with funds available under No Child Left Behind (NCLB) legislation.

Eligible school districts have participated in the federal Reading First program since its inception in 2003, implementing the program in K-3 classrooms beginning in the 2003-04 school year (*see Appendix A*). Eligible districts with Reading First schools may apply for a one-year grant, which expires June 30, 2010. The minimum competitive grant amount is $206,393 per district, and carryover of funds is not allowed.

Of the total, thirteen (13) grants will go directly to school districts with Reading First schools that will become Model Sites for public, charter, and private elementary schools serving K-3 students in neighboring or area school districts or schools; one grant will go to a school district selected to serve other Wisconsin school districts with 25 or more K-3 Hmong students (*see Appendix B*).

Throughout five years of implementing Reading First in 22 Wisconsin school districts, the value of professional development became apparent. Many participating teachers (required to attend Basic Training in the five elements

of reading instruction) acquired a new-found understanding of best practices and implemented them in their classrooms with great success. Grant applicants must agree to continue to implement reading instruction best practices in their K-3 classrooms, including:

1. delivery of a core-reading program
2. a focus on the five elements (*phonemic awareness, phonics, fluency, vocabulary, and comprehension*)
3. 90 minutes of reading instruction
4. an additional 30 minutes of reading interventions/supplements
5. screening, diagnostic, and progress-monitoring assessments
6. data retreats and data-driven decision making
7. literacy centers
8. word walls
9. elements of print richness
10. accessible classroom libraries
11. grade-level and cross grade-level collaboration
12. regular classroom observations by building-level administrators

III. Program Goals

Successful grant applicants must address three goals designed to provide non-Reading First schools' K-3 classroom teachers with professional-development activities focusing on reading best practices:

1. Design and deliver an outreach presentation to area school districts and private schools that provides an overview of reading instruction best practices as implemented in their K-3 classrooms;
2. Coordinate the attendance of K-3 teachers from interested school districts and private schools at state-sponsored professional development activities covering reading instruction best practices (*see Appendix C for a the workshop calendar*); and
3. Design and host K-3 classroom-observation visits from school districts and private schools interested in understanding how and why reading instruction best practices are implemented in high-quality classrooms.

Grant applicants may include additional goals as part of their application, but because the program's primary focus is on the goals listed above, reviewers will not award additional points for them.

Grant recipients must reimburse participating non-Reading First school districts and private schools for substitute teacher expenses (salary/benefits) for one teacher at each grade level (kindergarten, first grade, second grade, and third grade) and a special education teacher serving K-3 students *or* a reading specialist, if applicable, for each of the four state-sponsored one-day workshops and for the classroom observation visit. Non-Reading First school districts or private schools may send additional teachers or seek additional visits at their own expense.

Successful implementation of the Reading Best Practices Model Site grant requires a full-time grant coordinator at the Model Site with knowledge of reading instruction best practices and their implementation in Reading First classrooms. The grant coordinator will need (1) to continue providing support for classroom teachers implementing best practices in the Reading First school and (2) to design and implement outreach, professional development, and classroom observation activities and evaluations. Districts with more than one Model Site program may use grant funds to support a district-level coordinator.

IV. Application Information

A. Program Timeline

April 23, 2009	Registered mail/e-mail distribution of the grant application form and guidelines
June 4, 2009	Completed/signed grant applications are due to the DPI Reading First Office by 4:00 pm
June 12, 2009	Notification of grant awards
June 30, 2009	Final day for grant/budget modifications
July 1, 2009	Grant begins; grantee meeting #1 in Madison
August 21, 2009	Grantee meeting #2 in Wisconsin Dells
Sept-Oct 2009	Grantee conducts outreach activities
Nov-Dec 2009	State-sponsored PD workshops (*Round 1*)
Jan-Feb 2010	State-sponsored PD workshops (*Round 2*)
Feb-May 2010	Grantee conducts classroom-observation visits
June 30, 2010	Grant ends (*no carryover*)
July 31, 2010	Summary Report due
September 30, 2010	Final reimbursement claim due

B. Eligible Expenses

Applicants may allocate funds to support items such as:
- salary, benefits, and expenses of a full-time school-level grant coordinator (or a part-time district-level coordinator in districts with more than one Model Site program) with at least one year of experience as a Reading First coordinator or teacher;
- expenses associated with the grant coordinator's travel to non-Reading First sites to conduct outreach presentations;
- release time and/or substitute teachers for non-Reading First schools' staff – limited to one teacher at each grade level (K-3) and one special education teacher serving K-3 students _or_ one reading specialist, if

applicable – to attend state-sponsored professional-development workshops and Model Site classroom-observation visits;

- noncapital materials and supplies associated with Reading Best Practices Model Site activities;
- expenses associated with the grant coordinator's travel to required DPI meetings; and
- if funds are sufficient, release time and/or substitute teachers for the Reading Best Practices Model Site staff to attend professional-development activities focusing on K-3 reading.

C. Ineligible Expenses

Applicants may _not_ allocate funds to support the following:
- capital expenses, including the purchase of equipment or technology;
- release time for teachers other than K-3;
- pre-paying staff/consultant time that would extend beyond the 2009-10 school term;
- providing compensation not in line with district policies and practices; and
- monetary awards.

D. Grant Review Process

At least two (2) DPI and two (2) non-DPI individuals with knowledge of reading instruction, reading best practices, and/or Reading First will review all school district grant applications. Reviewers will use the rubric found in Appendix D to evaluate applications.

V. Meeting Requirements

Grant recipients are required to attend three meetings. One meeting will take place in Madison on July 1, 2009. This first meeting will allow recipients to meet and network with other grantees, to preview and critique the PowerPoint template and other materials developed by the DPI for outreach activities, and permit the DPI staff to provide technical assistance. Discussion will focus on the following questions:
- Who is coordinating the grant at the district and school levels?
- How do grant recipients anticipate conducting (1) their outreach activities and (2) their observation visits?
- How might grant recipients collaborate in conducting outreach activities?
- What additional professional-development activities might enhance the Reading Best Practices Model Site program?

The second meeting will occur August 21, 2009, in Wisconsin Dells. The DPI will distribute the completed PowerPoint template and other outreach and reporting materials to grant recipients.

A third meeting will occur at the Wisconsin State Reading Association (WSRA) Conference at the Midwest Airline Center, Milwaukee, February 5-6, 2010, prior to the commencement of most classroom-observation visits.

VI.   Reporting Requirements

Award recipients are required to submit a Summary Report documenting and evaluating the Reading Best Practices Model Site program. The report will include the following:

- a timeline of grant activities;
- a list of non-Reading First participants and their attendance at grant activities;
- participants' evaluations of workshops and classroom observations; and
- recommendations for improving similar professional-development activities in the future.

VII.   Financial Requirements

A. General

Award recipients shall adhere to the guidelines set by the *Wisconsin Uniform Financial Account Requirements (WUFAR).* The guidelines are available on the DPI website at http://dpi.wi.gov/sfs/wufar.html. The DPI encourages applicants to contact their district business manager for assistance with the budget portion of the application.

Award recipients shall also follow the guidelines set forth in the *Financial Management Handbook for Federal and State Grant Programs.* This handbook provides a reference to the fiscal requirements and procedures necessary for responsible financial management of DPI-administered grant programs. The handbook references state and federal codes regulating grant programs administered by the DPI. The handbook is available on the DPI website at http://dpi.wi.gov/sms/handbook.html.

B. Payment of Grant Funds

The DPI recommends that grant recipients submit program fiscal reports (PI-1086) *at least quarterly* during the grant period. A final program fiscal report is due on September 30, 2010. Direct all questions regarding financial claims to the DPI's federal grants accountant, Al Virnig, at (608) 266-8053 or alan.virnig@dpi.wi.gov.

Award recipients must spend funds during the grant year. Recipients do not have the option to carryover funds into the next fiscal year (2010-11).

C. Budget Modifications

If a grant recipient determines that a modification to the original approved budget (submitted as part of this grant application) of more than ten

percent (10%) per line item is necessary, the recipient shall request review and approval from the DPI. The recipient shall not expend funds until the DPI approves the transfer of funds from one budget category to another.

To request a budget modification, recipients shall submit the budget detail and budget summary reflecting the proposed modification along with a narrative explaining the reasoning for the modification. Submit budget modifications to the DPI Reading Best Practices Model Site grant director, Greg Doyle, by fax (608/267-0364) or on-line at greg.doyle@dpi.wi.gov. The DPI will fax recipients the approval in writing.

All budget modification requests must be received *and* approved by the DPI before June 15, 2010.

VIII. Resources

- Financial Management Handbook for Federal and State Grant Programs
  http://dpi.wi.gov/sms/handbook.html
- Wisconsin Uniform Financial Account Requirements (WUFAR)
  http://dpi.wi.gov/sfs/wufar.html

IX. DPI Title I and School Support Team Contact Information

Greg Doyle, Reading First Director
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greg.doyle@dpi.wi.gov

Patty Murray, Reading First Office Associate
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Alan Virnig, Federal Grants Accountant
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Appendix A:
Eligible School Districts
Reading Best Practices Model Site Grants

School District	School	Area of State	CESA
Adams-Friendship	Pineland Grade	Central	#05
Alma	Alma Elementary	West Central	#04
Appleton Area	Lincoln Elementary	East Central	#06
Colfax	Colfax Elementary	West Central	#11
Elcho	Elcho Elementary	Northeast	#09
Kenosha Unified	Brass Community	Southeast	
	Columbus Elementary		
	EBSOLA		
	Frank Elementary		
	Jefferson Elementary		
	Wilson Elementary		
Menomonie Area	River Heights Elementary	West Central	#11
Milwaukee Public Schools	Acad. Accel. Learning	Southeast	#01
	Browning Elementary		
	Bryant Elementary		
	Burbank Elementary		
	53rd Street Elementary		
	Franklin Elementary		
	Gaenslen Elementary		
	Goodrich Elementary		
	Hampton Elementary		
	Hi-Mount Elementary		
	Humboldt Park Elementary		
	LaFollette Elementary		
	Lloyd Street Elementary		
	Manitoba Elementary		

MPS *(continued)*	Maple Tree Elementary	Southeast	#01
	Milw. Sign Language School		
	Riley Elementary		
	Siefert Elementary		
	35th Street Elementary		
	Trowbridge Elementary		
	21st Street Elementary		
	Wheatley Elementary		
Monroe	Lincoln Accel. Lrng. Acad.	South	#02
Northwood, Minong	Northwood Elementary	Northwest	#12
Plum City	Plum City Elementary	West Central	#11
Prentice	Prentice Elementary	North	#09
Racine Unified	Fratt Elementary	Southeast	
	Janes Elementary		
Reedsburg	Westside Elementary	Central	#05
Riverdale, Muscoda	Riverdale Elementary	Southwest	#03
Sturgeon Bay	Sawyer/Sunrise Elementary	Northeast	#07
Tigerton	Tigerton Elementary	East Central	#08
Wausau	Franklin Elementary	North Central	#09
	Grant Elementary		
	Lincoln Elementary		
Wautoma Area	Riverview Elementary	Central	#05
Westfield	Coloma Elementary	Central	#05
Wisconsin Rapids	Washington Elementary	Central	#05
Chartering Authority	**Charter School**	**Area of State**	**CESA**
City of Milwaukee	Central City Cyberschool	Southeast	#01
	Milw. Academy of Science		
UW-Parkside	21st Century Preparatory	Southeast	
Milw. Area Private Schools	**School**	**Area of State**	**CESA**
	St. Anthony School	Southeast	
	St. Martini Lutheran School	Southeast	

Appendix B:
Wisconsin School Districts with
2008-09 K-3 Hmong Student Enrollments ≥ 25

School District	K-3 Hmong Students	K-12 Hmong Students
Appleton Area*	273	878
Brown Deer	26	62
DC Everest	150	510
Eau Claire Area	164	460
Fond du Lac	47	144
Green Bay Area	359	1,381
Holmen	52	167
La Crosse	187	542
Madison Metropolitan	217	679
Manitowoc	124	248
Menasha	44	104
Menomonie Area*	45	185
Milwaukee Public*	389	1,032
Onalaska	28	72
Oshkosh Area	137	347
Sheboygan Area	295	1,087
Stevens Point Area	108	357
Sun Prairie Area	36	102
Wausau*	363	1,319
Wisconsin Rapids*	59	227

*School districts with Reading First schools

Appendix C:
Reading Best Practices Model Site Program
State-Sponsored Professional Development Calendar

Fall 2009

October 19-22 – Basic Elements

Monday, October 19	Wisconsin Dells
Tuesday, October 20	Eau Claire
Wednesday, October 21	Wausau
Thursday, October 22	Waukesha

November 2-5 – Assessment/Data-Driven Decision Making/Interventions

Monday, November 2	Wisconsin Dells
Tuesday, November 3	Eau Claire
Wednesday, November 4	Wausau
Thursday, November 5	Waukesha

November 16-19 – Word Walls & Vocabulary

Monday, November 16	Wisconsin Dells
Tuesday, November 17	Eau Claire
Wednesday, November 18	Wausau
Thursday, November 19	Waukesha

December 14-17 – Literacy Centers, Classroom Libraries, & Comprehension

Monday, December 14	Wisconsin Dells
Tuesday, December 15	Eau Claire
Wednesday, December 16	Wausau
Thursday, December 17	Waukesha

Winter 2010

January 18-21 – Basic Elements

Monday, January 18	Wisconsin Dells
Tuesday, January 19	Eau Claire
Wednesday, January 20	Wausau
Thursday, January 21	Waukesha

January 25-28 – Assessment/Data-Driven Decision Making/Interventions

Monday, January 25   Wisconsin Dells
Tuesday, January 26   Eau Claire
Wednesday, January 27   Wausau
Thursday, January 28   Waukesha

February 8-11 – Word Walls & Vocabulary

Monday, February 8   Wisconsin Dells
Tuesday, February 9   Eau Claire
Wednesday, February 10   Wausau
Thursday, February 11   Waukesha

February 16-19 – Literacy Centers, Classroom Libraries, & Comprehension

Tuesday, February 16   Wisconsin Dells
Wednesday, February 17   Eau Claire
Thursday, February 18   Wausau
Friday, February 19   Waukesha

Appendix D:
Reading Best Practices Model Site Grant Scoring Rubric
(Rating key: S = strong/A = average/W = weak)

School District:

Program Narrative: Reading Best Practices Model Site Program Coordination		
To ensure the Reading Best Practices Model Site project is sufficiently coordinated...		
Position description allots time for…		**Comments:**
·continuing leadership for and implementation of reading best practices at the Model Site	S A W	
·activities related to Model Site outreach	S A W	
·activities related to Model Site classroom observations	S A W	
·activities related to Model Site program evaluation	S A W	
Position description requires…		
·knowledge of reading instruction best practices	S A W	
·experience with implementation of reading best practices in a Reading First school	S A W	
·presentation skills for outreach activities	S A W	

School District:

Program Narrative: District-Based Technical Assistance	
Describe the technical assistance the school district will provide to the Reading Best Practices Model Site.	
Technical Assistance	**Comments:**
· District will provide budgeting and accounting assistance to the Model Site coordinator **S A W**	
· District/building-level administrators will monitor implementation of the program **S A W**	
· District will allow Model Site staff to participate in post-observation discussions w/observers **S A W**	

School District:

Program Narrative: Program Evaluation Strategies				
Describe the Model Site district's plan for evaluating the effectiveness of Reading Best Practices Model Site activities...				
The school district has a plan to determine and document the effectiveness of…				**Comments:**
•its outreach efforts	S	A	W	
•Model Site classroom observation visits	S	A	W	
The school district agrees to…				
•compile the results of all evaluations	S	A	W	
•share the evaluation results with the DPI as an element of its Summary Report	S	A	W	

School District:

Plan for Use of Funds: Program Goal #1	
Goal 1: Design and deliver an outreach presentation to area school districts and private schools that provides an overview of reading instruction best practices as implemented in Model Site K-3 classrooms.	
Objectives…	**Comments:**
·described how the goal will be met **S A W**	
·are appropriate for achieving the goal **S A W**	
·are clear and succinct **S A W**	
Activities, Timelines, and Grant Funds	
·Activities align with strategies **S A W**	
·Activities connect logically to strategies **S A W**	
·Timelines are reasonable **S A W**	
·Timelines fall within the grant period **S A W**	
·Funds allocated to strategies are appropriate **S A W**	
Objective evaluation methods…	
·are measurable **S A W**	
·are relevant to the strategies **S A W**	

School District:

Plan for Use of Funds: Program Goal #2	
Goal 2: Coordinate the attendance of K-3 teachers from interested school districts and private schools at state-sponsored professional development activities covering reading instruction best practices.	
Objectives…	**Comments:**
・described how the goal will be met **S A W**	
・are appropriate for achieving the goal **S A W**	
・are clear and succinct **S A W**	
Activities, Timelines, and Grant Funds	
・Activities align with strategies **S A W**	
・Activities connect logically to strategies **S A W**	
・Timelines are reasonable **S A W**	
・Timelines fall within the grant period **S A W**	
・Funds allocated to strategies are appropriate **S A W**	
Objective evaluation methods…	
・are measurable **S A W**	
・are relevant to the strategies **S A W**	

School District:

Plan for Use of Funds: Program Goal #3	
Goal 3: Design and host K-3 classroom-observation visits from school districts and private schools interested in understanding how and why reading instruction best practices are implemented in high-quality classrooms.	
Objectives…	**Comments:**
· describe how the goal will be met **S A W** · are appropriate for achieving the goal **S A W** · are clear and succinct **S A W**	
Activities, Timelines, and Grant Funds	
· Activities align with strategies **S A W** · Activities connect logically to strategies **S A W** · Timelines are reasonable **S A W** · Timelines fall within the grant period **S A W** · Funds allocated to strategies are appropriate **S A W**	
Objective evaluation methods…	
· are measurable **S A W** · are relevant to the strategies **S A W**	

School District:

Plan for Use of Funds: Program Goal #4 *(optional)*		
Goal 4: Any additional goal incorporated in to the Reading Best Practices Model Site grant application *(optional/no points awarded).*		

Objectives…				**Comments:**
·described how the goal will be met	**S**	**A**	**W**	
·are appropriate for achieving the goal	**S**	**A**	**W**	
·are clear and succinct	**S**	**A**	**W**	
Activities, Timelines, and Grant Funds				
·Activities align with strategies	**S**	**A**	**W**	
·Activities connect logically to strategies	**S**	**A**	**W**	
·Timelines are reasonable	**S**	**A**	**W**	
·Timelines fall within the grant period	**S**	**A**	**W**	
·Funds allocated to strategies are appropriate	**S**	**A**	**W**	
Objective evaluation methods…				
·are measurable	**S**	**A**	**W**	
·are relevant to the strategies	**S**	**A**	**W**	

School District:

Selection of Non-Reading First Schools To Be Served	
Identify the school districts the Reading Best Practices Model Site proposes to serve…and describe the criteria used to select those districts.	
School districts to be served…	**Comments:**
·are identified on the appropriate form **S A W** ·can reasonably be served (e.g., distance) **S A W** ·includes the five districts w/letters of interest **S A W**	

School District:

Overall Rating
Consensus rating by all reviewers: **Strong**   **Average**   **Weak**
Rationale: